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ABSTRACT

The 1989-90 activities of New York City Public Schools' Special Education Training and Resource Center (SETRC), supported by the New York State Education Department, are reviewed and evaluated. The resource center program was designed to provide training to regular, special, and occupational education personnel; parents; and support services staff in order that all might work effectively with handicapped students. The SETRC program targeted four areas for training: educational personnel; local needs; parents; and information dissemination. The SETRC also provided information and materials through its nine regional centers. The program's training objectives for occupational education personnel, local needs, parent training, support staff, and elementary and special education personnel were met and exceeded, although objectives for training of regular education personnel were not quite met. Recommendations for rescheduling workshops, meeting materials needs, and inservice training are discussed. (PB)

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OREA Report

SPECIAL EDUCATION AND RESOURCE CENTER

(SETRC)

1989-90

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SPECIAL EDUCATION AND RESOURCE CENTER

(SETRC)

1989-90

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SPECIAL EDUCATION TRAINING AND RESOURCE CENTER (SETRC) 1989-1990

SUMMARY

The Special Education Training and Resource Center (SETRC), supported by the New York State Education Department (S.E.D.), was designed to provide knowledge and skills to prepare parents of handicapped children and personnel in general education, special education, occupational education, and support services to work effectively with handicapped students. The SETRC program targeted four areas for training: educational personnel, local needs, parents, and information dissemination. SETRC also provided information and materials through its six Resource Centers located in each of the five regions of the Division of Special Education (D.S.E.) and Staten Island.

S.E.D. developed 11 training objectives based on the amount of money budgeted for the program and the priorities established by the state for training special education personnel. In addition, S.E.D. prescribed a specific number of training hours to be delivered for ten of the 11 program objectives.

SETRC provided a total of 10,202.5 hours of training in 1989-90, greatly exceeding the proposed 8,530 hours. The number of hours delivered in 1989-90 represented a 25 percent increase over the number of hours delivered in 1988-89.

In its evaluation of the 1989-90 program, the Office of Research, Evaluation, and Assessment (OREA) found that SETRC trainers met and exceeded the training objectives for occupational education personnel, support staff, elementary special education personnel, and secondary special education personnel. SETRC trainers fell slightly short of the proposed 1,150 hours of training for regular education personnel, supplying 1103.5 hours of training for this objective. SETRC trainers exceeded the proposed 3,364 hours of training for all local needs objectives by supplying 3,836.5 hours of training and surpassed the number of hours delivered in 1988-89. Lastly, SETRC met the objectives for parent training by providing 1,593 hours of training, exceeding the proposed 1280 hours. In 1989-90 SETRC provided more than twice as many hours of parent training than it provided in 1988-89.

SETRC trainers were very positive in their evaluations of the training and reported that SETRC was successful in meeting the needs of both school personnel and parents. The DASEs interviewed were also very satisfied with the SETRC training and indicated that both the quality of the workshops and the delivery of the presentations were excellent. However, the trainers felt that there was a great deal of pressure put on them to conduct a large number of workshops at the end of the year. In addition, they felt strongly that they should be compensated for the technical assistance they provided.

Overall, the users of the SETRC Resource centers surveyed responded positively to the Centers. They reported that the availability and quality of the materials was very good. A sizeable percentage did feel, however, that the

materials should be more current. Respondents suggested that the Resource Centers supply should have more equipment and audio-visual materials, and cassettes.

Based on these findings, OREA makes the following recommendations:

- Conduct workshops earlier in the year to reduce the pressure at the end to meet the mandated number of training hours;
- Propose a specific number of hours for the technical assistance objective based upon the demand for such services;
- Offer ongoing training to trainers to provide them with professional growth and development as well as current instructional strategies in the field of special education.
- Provide Resource Center users with more current materials and more updated equipment to ensure greater utilization.

I. INTRODUCTION

This report presents the evaluation of the 1989-90 Special Education Training and Resource Center (SETRC) of the New York City Public Schools conducted by the Office of Research, Evaluation, and Assessment (OREA). The program was supported by a New York State Education Department (S.E.D.) grant funded by Part B of the Education for all Handicapped Children Act (E.H.A.). SETRC was designed to provide the knowledge and skills for parents of handicapped children and personnel in general education, special education, occupational education, and support services to work effectively with handicapped students.

SETRC training addressed four areas: educational personnel, local needs, parents, and information dissemination. SETRC also provided information and materials to parents and personnel through a total of nine Resource Centers. S.E.D. developed 11 training objectives for each area based on the amount of money budgeted for the program and the priorities established by the state for special education training. In addition, S.E.D. prescribed a specific number of training hours to be delivered for 10 of 11 program objectives.

PROGRAM DESCRIPTION

SETRC is one of several federal, state, and local programs that deliver training to teachers, support personnel, and parents on issues relating to special education. SETRC coordinated audiences, content, and schedules with other training efforts to develop services that met needs which could not be addressed by these other sources. SETRC trainers supported the efforts of district teacher trainers by delivering services to them directly or by offering turnkey training, as requested. The program also supported district

and school personnel in local training programs. In addition, SETRC coordinated its efforts with local colleges and universities where appropriate.

SETRC training focused on helping special education personnel gain access to the general education curricula and on modifying instructional techniques and materials for students with handicapping conditions. Training for parents of handicapped students at the primary and secondary levels provided parents with the knowledge and skills to deal effectively with the planning and implementation of their children's Individualized Education Program (I.E.P.). SETRC also provided information to parents and teachers of preschool students relating to educational and other services for handicapped children. SETRC provided the technical assistance component in order to assist personnel in need of immediate support.

The six SETRC Resource Centers served general and special education personnel (primarily teachers), parents, and professional educators by making available on loan a variety of special education materials and audio-visual equipment. In addition, the centers provided curriculum and testing materials, journals, texts, and media facilities for review purposes.

REPORT FORMAT

This report is organized as follows: Chapter II describes the evaluation methodology; Chapter III presents qualitative and quantitative findings by objective; and Chapter IV presents conclusions and recommendations based upon the results of the evaluation.

II. EVALUATION METHODOLOGY

PROGRAM OBJECTIVES

The objective of the SETRC program is to provide information to special and general education personnel and parents to increase their knowledge and ability to enhance the education of children with handicapping conditions from kindergarten through high school. The program endeavored to meet the number of training hours proposed by S.E.D. for each of ten training objectives. S.E.D. did not set training hours for either the technical assistance objective or the SETRC Resource Centers which served as an additional source of information and materials to enhance the education of handicapped and at-risk students.

EVALUATION QUESTIONS

OREA's evaluation questions included the following:

- Did the program meet the mandated number of training hours for each objective?
- Were SETRC trainers able to meet the needs of their constituents?
- Were District Administrators of Special Education (DASEs) satisfied with the services provided by SETRC trainers?
- Were users satisfied with the Resource Centers?
- Were the workshops scheduled regularly throughout the year?

EVALUATION PROCEDURES

Sample

OREA interviewed three DASEs and six of fifteen trainers, five trainers based in each of three randomly selected regions, and one trainer from the Division of High

Schools (D.H.S.). Finally, OREA conducted a survey of users visiting the six Resource Centers during a selected two-week period. A total of 149 users responded to the survey.

Instruments

OREA developed trainer and DASE interview schedules to obtain information about program planning and implementation, and to obtain suggestions for the improvement of the program in the future. DASEs were also asked to comment on program outcomes, including both the extent and quality of the 1989-90 program offerings. Finally, OREA developed a survey designed to assess Resource Center users' satisfaction with and evaluation of this service and to elicit suggestions for improvement of this component.

Data Collection

Trainers regularly reported all training information in logs which were submitted to the SETRC office. OREA examined the logs and computed the total number of hours of training delivered for each objective. Resource Center users completed surveys during June. OREA interviewed SETRC trainers and the sample of DASEs during June.

Data Analysis

OREA determined whether SETRC had delivered the proposed number of training hours for each objective. OREA analyzed the qualitative responses of SETRC trainers and DASEs and computed response frequencies for all items on the Resource Center surveys. Additionally, OREA examined the number of workshops conducted during five different reporting periods to explore whether or not the workshops were equally distributed throughout the school year.

III. EVALUATION FINDINGS

IMPLEMENTATION

Organization

SETRC staff was based in each of the five Special Education Regional Centers, the offices of the superintendent of the Division of High Schools, and central headquarters.

Training Needs

DASEs indicated that training needs were assessed in the districts through interest inventories. The information obtained was used to determine what services SETRC trainers would offer. In general, the DASE, supervisors, or school-level administrators contacted SETRC trainers directly to request services to meet needs as they arose. DASEs reported that SETRC activities were also coordinated with other training efforts in the districts.

Population Served

Both general and special education personnel, including teachers, administrators, supervisors, paraprofessionals, support staff, vocational and guidance counselors, and providers of related services participated in SETRC. In addition, SETRC provided training to parents of children with handicapping conditions. The Resource Centers provided services and materials to all of the above groups as well as to the general public.

Trainer Activities

Trainers delivered training in three modes: 1) trainers conducted training (i.e., they provided training directly to a particular group of trainees); 2) teachers co-trained (i.e.,

they shared the responsibility with a consultant or other trainer); and 3) trainers coordinated training (i.e., they arranged the time, place, and content and publicized the training). S.E.D. stipulated that at least 50 percent of the training had to be conducted by SETRC trainers themselves or in collaboration with someone else. Trainers were also responsible for providing materials and resources to support the training. They coordinated their training efforts with the Resource Centers where appropriate.

SETRC trainers also provided technical assistance by meeting with individual teachers or small groups (less than three people) in blocks of 30 minutes or more. They offered guidance and information in person or over the telephone to personnel requesting such assistance. SETRC trainers also spent time disseminating brochures and information concerning SETRC training.

Training Objectives

In setting SETRC training objectives, S.E.D. targeted a specific number of training hours in the following four areas: educational personnel, local needs, parents, and information dissemination/technical assistance. The objectives for educational personnel and local needs were further divided into sub-objectives. S.E.D. proposed a specific number of training hours for all objectives except the information dissemination/technical assistance objective.

In 1989-90, 15 SETRC trainers delivered a total of 10,202.5 hours of training, approximately 680 hours per trainer. This figure represents an average of 52 hours more per trainer than in 1988-89. The total number of hours of training in 1989-90 exceeded the total number of hours of training in 1988-89 by 2,041 hours.

Table 1 provides a summary of the total number of hours proposed and the

TABLE 1

Number of Hours of Workshop Training
for Each Objective

Program Objectives	Proposed hours	Recorded hours
TRAINING FOR EDUCATION PERSONNEL		
1.1 General Education Personnel	1,150.5	1,103.5
1.2 Occupational Education Personnel	80.0	150.0
1.3 Support Personnel	638.0	728.0
1.4 Elementary Special Education Personnel	1,009.0	1,026.5
1.5 Secondary Special Education Personnel	1,009.0	1,765.0
Training for Local Needs		
3.1 Training Based on Local Needs	2,132.0	2,381.0
3.2 Limited English Proficient (LEP)	1,000.0	1,046.5
3.3 Preschool Personnel and Parents	232.0	409.0
Parents		
4.1 Parents of Elementary Age Students	640.0	840.5
4.2 Parents of Secondary Age Students	640.0	752.5
TOTAL	8,530.0	10,202.5

Source: SETRC logs

- *The number of hours recorded exceeded the number of hours proposed for all sub-objectives of Objective 1, except for general education personnel.*
- *The number of hours recorded for all of the local needs objectives exceeded the proposed number of hours and represents a substantial increase over 1988-89.*
- *The number of hours recorded for Objectives 4.1 and 4.2 exceeded the proposed number of hours and was more than twice the number of hours recorded for 1988-89.*

number of hours actually provided under each of the S.E.D. training objectives.

SETRC exceeded the proposed overall number of hours of training and exceeded the training sub-objectives for occupational education personnel, support staff, and both elementary and secondary special education personnel. Trainers also exceeded the number of hours of training for all of the local needs objectives and the parent objectives. However, SETRC fell slightly short of the proposed number of hours delivered for general education personnel.

OBJECTIVE 1: TRAINING OF EDUCATIONAL PERSONNEL

The intent of all sub-objectives for training educational personnel was to support D.S.E.'s commitment to the appropriate evaluation and placement of special education students in the least restrictive environment and to encourage mainstreaming. To satisfy this goal, the training objectives addressed the needs of both special and general education personnel, particularly teachers.

Objective 1.1: General Education Personnel

- To provide 1,150 hours of training to general education personnel.

The intent of this objective was to provide general education personnel with the knowledge and skills to work effectively with mainstreamed special education students as well as general education students who are at risk of referral to special education.

Implementation. The training topics offered most frequently for this objective were as follows: mainstreaming, learning styles, architectural barrier removal, computer literacy, instructional materials, E.S.L./LEP, and curriculum adaptation.

Outcome. SETRC trainers fell slightly short of meeting the proposed number of

training hours under this objective. However, trainers delivered a total of 1103.5 hours, which represents an increase over the number of training hours delivered in 1988-89.

Objective 1.2: Occupational Education Personnel

- To provide 80 hours of training to occupational education personnel.

The intent of this objective was to provide occupational educators with the knowledge and skills to enable them to meet the needs of special education students.

Implementation. Training focused on the implementation of the Part 100 Regulations which stipulate that all seventh grade students, including special education students, are to have the opportunity to participate in required units of study for career and home skills. Training topics included: vocational assessment, career skills for junior high school students, career choices, and linkages with business and jobs.

Outcome. SETRC exceeded the objective by almost twice, delivering 150 hours of training. In 1988-89 SETRC also exceeded this goal by providing 171 hours of training.

Objective 1.3: Support Personnel

- To provide 638 hours of training to general education support personnel.

The intent of this objective was to provide training to support personnel (School Based Support Teams [S.B.S.T.s], speech and language teachers, guidance counselors) to enhance their work with special education students and at-risk general education students. The training was also intended to facilitate students' transition from general to special education and to integrate support services into students' overall instructional programs.

Implementation. The training topics presented most frequently for this objective

were as follows: learning styles, alternative speech programs, I.E.P. Phase I/II review, classroom management, and parent involvement.

Outcome. SETRC exceeded the proposed number of hours by offering 728 hours of training to general education support personnel.

Objective 1.4: Elementary Special Education Personnel

- To provide 1,009 hours of training to elementary school special education personnel.

The intent of this objective was to provide training to elementary school special education personnel that would improve the quality of instruction for special education students.

Implementation. The most frequent training topics addressed for this objective were as follows: pre-service training, mainstreaming, instructional resources, reading instruction, and behavior management.

Outcome. SETRC trainers exceeded the proposed training objective by delivering 1,026.5 hours of training.

Objective 1.5: Secondary Special Education Personnel

- To provide 1,009 hours of training to secondary school special education personnel.

The intent of this objective was to provide training to secondary special education personnel that would improve the quality of instruction for special education students. Emphasis was placed on helping teachers modify instruction in the content areas and organizing classrooms to meet individual student needs.

Implementation. The most prevalent training topics for this objective were as

follows: curriculum adaptation, SIG staff development, classroom management, instructional resources, and computer instruction.

Outcome. SETRC trainers greatly exceeded the specified objective, offering 1,765 hours of training.

OBJECTIVE 3: TRAINING BASED ON LOCAL NEEDS

The intent of this objective was to allow training to be responsive to the particular needs of local school staff involved in the education of students with handicapping conditions. These needs included compliance issues, parent involvement, mainstreaming, and multicultural issues.

Objective 3.1: Local Needs

- To provide 2,132 hours of training based on identified local needs to personnel involved in the education of students with handicapping conditions and to new teachers.

The intent of this objective was to provide a comprehensive approach to professional development and to meet specific local needs.

Implementation. SETRC trainers delivered training with an emphasis on the following topics: staff development, mainstreaming, instructional resources, and curriculum adaptation.

Outcome. In 1989-90, SETRC trainers exceeded the proposed number of hours for this objective by delivering 2,381 hours of training. This figure represents an increase of 46 percent from 1988-89.

Objective 3.2: Limited English Proficient (LEP) Students

- To provide 1,000 hours of training to school personnel who work with teachers and parents of LEP special education students.

The intent of this objective was to provide special education teachers with training in E.S.L. instructional techniques and strategies and to provide parents with the skills needed to support their children's language and educational development.

Implementation. SETRC participated in a citywide training effort which focused on LEP issues, E.S.L. strategies, bilingual education, and curriculum adaptation.

Outcome. SETRC trainers delivered a total of 1,046.5 hours of training for the LEP objective, exceeding the proposed 1,000 hours.

Objective 3.3: Preschool Parents and Teachers

- To provide 232 hours of training to school personnel and parents of preschool students with handicapping conditions.

The intent of this objective was to provide information to parents and teachers relating to the educational opportunities and services available for pre-school age handicapped children in New York State and New York City. Parent outreach was a key component of this objective.

Implementation. For this objective, SETRC trainers most frequently presented the following topics in their workshops and in their collaborations with Early Childhood Developmental Centers: pre-school evaluation needs, child abuse prevention, and instructional resources.

Outcome. In 1989-90, SETRC trainers greatly exceeded the proposed number of hours for this objective by delivering 409 hours of training, more than twice the number of hours delivered during 1988-89.

OBJECTIVE 4: TRAINING FOR PARENTS

The intent of this objective was to provide parents of students with handicapping

conditions with the knowledge and skills to increase their participation and their knowledge of their responsibilities in the referral, evaluation, and placement process.

Objective 4.1: Training for Parents of Elementary Age Students with Handicapping Conditions

- To provide 640 hours of training to parents of students with handicapping conditions at the primary school level.

The intent of this objective was to provide curriculum and other pertinent information to parents of elementary age students with handicapping conditions.

Implementation. For this objective, SETRC trainers presented the following workshop topics: surrogate parents, parents as home teachers, self-esteem development in children, and child protection.

Outcome. SETRC exceeded the objective by offering 840.5 hours of training for parents of elementary age students with handicapping conditions.

Objective 4.2: Training for Parents of Secondary Age Students with Handicapping Conditions

The intent of this objective was to provide information regarding the curriculum, diploma requirements, and job placement to parents of secondary age students with handicapping conditions.

Implementation. The workshop topics presented most frequently were as follows: parental rights, the I.E.P. process, and learning disabilities.

Outcome. SETRC exceeded the objective by offering 752.5 hours of training to parents of secondary age students with handicapping conditions.

OBJECTIVE 5: INFORMATION DISSEMINATION

Objective 5.1: Technical Assistance

- To provide local constituents with appropriate information regarding the education of students with handicapping conditions through materials dissemination, telephone and personal contact, and/or media presentations.

Trainers addressed the issues outlined above by updating mailing lists, meeting with supervisors, and consulting with district staff development personnel. Staff also disseminated brochures outlining services available and inviting requests for assistance.

Trainers continued to offer support to new teachers and technical assistance as a follow-up to workshops. On-site technical assistance consisted of meeting with small groups (less than three people), meeting with individual teachers, meeting with supervisors, and disseminating brochures. SETRC trainers documented the kind of assistance provided, although S.E.D. did not propose a number of hours to be delivered under this objective.

TRAINERS' PERCEPTIONS OF TRAINING

In response to OREA interviews, trainers indicated that they were satisfied with SETRC training. Most of the trainers indicated that they used a needs assessment to obtain information on desired training activities. Trainers reported that they received information from a variety of sources, including schools, supervisors, staff requests, DASEs, and parent organizations.

Trainers indicated that they spent the largest percentage of their time conducting training. The trainers spent less time co-training, coordinating training, and disseminating information. All trainers indicated that the major problem was having to deliver the required number of parent training hours. It was especially difficult for trainers to reach

parents. Although all the SETRC workshops were generally well attended, according to the trainers, the attendance at parent workshops tended to be smaller.

The trainers' knowledge of and familiarity with SETRC issues varied according to the length of time that they had been trainers. New trainers were not as familiar with several of the state mandates. In addition, trainers did not receive across the board special education training but received training in limited or specific areas. There appears to be a need for ongoing, comprehensive training, especially for newer trainers.

According to the trainers, they devoted a significant amount of time to technical assistance. However, the trainers received no compensation for the hours of service provided under this objective. The trainers reported that they spent a large number of hours each month meeting with small groups (less than three people) and making telephone contacts. Many hours were also spent each month meeting with individual teachers, meeting with supervisors, disseminating brochures, and consulting with district staff personnel.

Trainers reported that the SETRC Resource Centers had several problems. The materials needed to be updated in a few of the libraries, and the location of the libraries was not always convenient for users.

Overall, the trainers felt that SETRC was successful in meeting the needs of both school personnel and parents. The flexibility of the program in meeting needs as they arose was cited as a very positive aspect. Trainers reported that the pressure to present such a large number of workshops was a program weakness. The fact that the trainers spent many hours providing technical assistance without being compensated was also reported as a program weakness.

DASES' PERCEPTIONS OF TRAINING

The DASEs interviewed were very positive in their evaluation of the SETRC training. They indicated that the trainers were very effective and effectively zeroed in on the needs of their audiences. High marks were given both to the quality of the workshops and the delivery of the presentations. The DASEs also stated that the workshops were very well attended. One DASE reported that they had to turn some people away.

Overall, the DASEs felt that SETRC was successful in meeting the needs of district personnel and parents. The DASEs did not report any program weaknesses. However, they did state that one way to improve SETRC would be to assign a SETRC trainer to each district. Two of the DASEs reported that there should be a greater parent outreach effort. One DASE stated that SETRC should offer more workshops in the area of computer technology.

The SETRC library received mixed reviews from the DASEs. While one DASE felt that the library was well utilized and the materials were current, the other two DASEs interviewed felt that the library was underutilized and not adequately stocked. One DASE suggested that the library staff compile a complete list of all the items stocked in the resource centers.

RESOURCE CENTER USER'S PERCEPTIONS

The majority of the resource center users surveyed were teachers (66 percent classroom and 4 percent homebound teachers). Users surveyed also included related service providers, paraprofessionals, administrators, teacher trainers, and college personnel. Respondents heard about the library in the following ways: 38 percent heard about it from colleagues; 23 percent heard about it in conferences or workshops; and 13

percent were employed in the building where the library was located. The rest of the users surveyed learned about the library from notices, posters, and at colleges.

The majority of the users reported using the library sporadically, with 63 percent indicating that they used it less than six times during the year. However, approximately 20 percent reported using the library more than 10 times during the year. Overall, the vast majority of the users (96 percent) indicated that the library met their expectations and that both the materials and the librarian were helpful.

Users were also asked to indicate how they rated the availability, quality, and newness of the materials and how they rated the library hours. Respondents gave high ratings to both the availability and quality of the materials; 92 percent of the users rated the availability of materials either good or excellent and 85 percent of the users rated the quality of the materials as either good or excellent. Ratings of the newness of the materials were less positive; only 61 percent rated the newness of the materials as either good or excellent. Thirty-one percent rated the newness of the materials as fair and eight percent rated it as poor. Lastly, 87 percent of the users rated the library hours as either good or excellent.

There were, however, some complaints about the library. Thirty-seven percent of the users reported that they would like to see more equipment in the centers, especially audio-visual materials, cassettes, and headphones; another 28 percent would like to see more content area materials. Users also suggested that the centers stock newer materials and that the centers be housed in larger quarters.

Numbers of Workshops for Each Reporting Period

The State Education Department and the Chancellor's Office of Monitoring

mandated that SETRC issue five progress reports regarding the number of hours and workshops delivered throughout the academic school year. Table 2 shows the number of workshops given, the number of hours of training delivered, and the number of people who attended the workshops during the five reporting periods.

According to the reports, there was a great difference in the number of workshops given during the first and last reporting periods. During the first reporting period, SETRC presented only 249 workshops with a total of 775.5 hours of training and 3,137 participants while in the fifth reporting period, there were 1,155 workshops presented for a total of 3,798 training hours with 27,208 participants. Therefore, there were more than four times as many workshops delivered at the end of the year than at the beginning of the year, and the workshops at the end of the year were more heavily attended. The numbers for the second, third, and fourth reporting periods fell somewhere in the middle. As shown in Table 2, the totals for all of the reporting periods combined were 3,309 workshops, 10,202.5 training hours, and 57,606 people attending the workshops.
This discrepancy in the number of workshops delivered at different reporting periods can be attributed, at least in part, to trainer attrition at the beginning of the school year. This left vacancies in training positions open which were filled later in the year.

OREA conducted a more detailed analysis on report period 5, the busiest reporting period, in order to examine the relative attendance at the workshops. OREA found that a sizeable percentage of the workshops given had a large attendance, 29 percent of the workshops had 20 or more participants.

TABLE 2

Total Number of Workshops, Training Hours, and Participants for Five Reporting Periods

Progress Report	Number of Workshops	Number of Training Hours	Number of Participants
1- October 27, 1989	249	775.5	3,137
2- December 29, 1989	599	1,807.0	8,899
3- February 23, 1990	550	1,561.0	7,394
4- April 27, 1990	756	2,261.0	10,968
5- June 22, 1990	1,155	3,798.0	27,208
TOTAL	3,309	10,202.5	57,606

Source: SETRC logs

- *Only 249 workshops were delivered during the first reporting period.*
- *During the fifth reporting period, 1,155 workshops were delivered, more than four times as many workshops as delivered in the first reporting period.*

V. CONCLUSIONS AND RECOMMENDATIONS

In 1989-90, SETRC provided a total of 10,202.5 hours of training, greatly exceeding the proposed 8,530 hours. This number represents an increase of 2,041 hours from 1988-89. Interviews with both DASEs and trainers revealed that SETRC was rated very highly by those involved. Therefore, the SETRC training was successful, not only in terms of the quantity of training hours provided, but also in terms of the quality of the training.

SETRC exceeded the proposed number of hours for training occupational education personnel, support staff, and both elementary and secondary special education personnel. SETRC fell slightly short of the proposed number of hours for training regular education personnel in 1989-90 but still exceeded the number of hours delivered in 1988-89. SETRC exceeded the number of proposed hours for all of the local needs and parent training objectives and greatly exceeded the number of hours recorded for 1988-89.

Although trainers indicated that they were satisfied with SETRC training, they indicated that there was an increased amount of pressure to present workshops at the end of the school year. An examination of the trainers' logs revealed that there were four times as many workshops conducted at the end of the year than at the beginning of the year. There were relatively few workshops scheduled early in the school year. In addition, the workshops at the end of the year tended to be more heavily attended and took additional time to prepare.

Trainers also mentioned that they spent a significant amount of uncompensated time providing technical assistance. According to the trainers, many hours were spent each month contacting teachers, supervisors, and district staff personnel (either in person or via telephone).

The trainers' knowledge of and familiarity with SETRC issues did vary somewhat. In most cases, trainers received training in specific areas which left some of them in need of general, across the board training.

The DASEs interviewed evaluated SETRC training positively; they were especially favorable in their evaluations of the trainers and their workshops. Their only suggestion for improving the program was to hire additional trainers, preferably to provide a SETRC trainer for each district.

Resource Center users were reasonably positive in their judgments of the libraries. Their major criticism was in the lack of current and up-to-date materials. Thirty-nine percent of the users surveyed rated the newness of the materials as either fair or poor. Users also reported that they would like to have access to more and different kinds of equipment (e.g., audio-visual materials, cassettes, headphones, etc.).

The conclusions, based upon the findings of OREA's evaluation, lead to the following recommendations:

- Conduct workshops earlier in the year to reduce the pressure at the end to deliver the mandated number of training hours;
- Propose a specific number of hours for the technical assistance objective based upon the demand for such services;
- Offer ongoing training to trainers to provide them with professional growth and development as well as current instructional strategies in the field of special education;
- Provide Resource Center users with more current materials and more updated equipment to ensure greater utilization.